DOCUMENT RESUME

ED 065 967 EC 042 835

TITLE	Regular Class Placement/Special Classes; A Selective Bibliography.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 72
NOTE	24p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Abstracts; *Bibliographies; *Exceptional Child Education; Gifted; *Handicapped Children; *Regular Class Placement; *Special Classes

ABSTRACT

The selected bibliography on regular class placement and special classes for handicapped and gifted children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1957 to 1971. (CB)

ED 065967

REGULAR CLASS PLACEMENT/SPECIAL CLASSES

A Selective Bibliography

July, 1972

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING I POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 092 835E

Exceptional Child Bibliography Series No. 623

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

Back Volumes Available
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

_____ Institutional Subscriptions Vol. IV (4 issues) – $50
_____ Supplementary Subscriptions *(will be shipped to address below)* – $25 each
_____ Back Volumes for Institutions – $40 each
_____ Eligible for individual subscriptions – $35 each
_____ Eligible for individual CEC member rate – $25 each
_____ Back Volumes for individual subscribers – $35 each
_____ Back Volumes for CEC members – $25 each

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

Institution _____

Name _____

Address _____

_____
City State Zip

Sample Abstract Entry

Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

TERMS SEARCHED

Index terms used to retrieve information on Regular Class Placement/Special Classes from the Center's computer file of abstracts are listed alphabetically below:

Itinerant Teachers
Regular Class Placement
Resource Teachers

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency
Education and Training of the Mentally Retarded
Exceptional Children
Highlights
JOPHER
Journal of Learning Disabilities
Journal of Rehabilitation
Journal of Rehabilitation of the Deaf
Journal of Special Education
Mentally Retarded
Personnel and Guidance Journal
Psychology in the Schools
Rehabilition Teacher
Slow Learning Child
Special Education
Teacher of the Deaf
TEACHING Exceptional Children
Training School Bulletin
Volta Review

ABSTRACTS

ABSTRACT 10300

EC 001 380 ED 017 106
Publ. Date 67 108p.
Educating Visually Handicapped Pupils.
New York City Board Of Education, New York
EDRS Price 0.50;4.40

Descriptors: exceptional child education; counseling; administration; visuallyhandicapped;curriculum;blind;partially sighted; public schools; braille; educational methods; educational programs; guidance services; itinerant teacher programs; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided--language arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for $2.00. (CG)

ABSTRACT 10335

EC 000 565 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D.; Rice, Joseph P.
Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.
California State Dept. Of Educ., Sacramento
OEC-10-109
EDRS Price 1.75;18.76

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10676

EC 002 416 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming ($p = .05$); and impulse control, intensity of overt anger, popularity, and quarrelsomeness ($p = .01$). The experimental group showed significant improvement in attitude toward school ($p = .05$) and in perception of stress at school ($p = .05$). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 10700

EC 001 325 ED N.A.
Publ. Date Apr 67 5p.
Darrah, Joan
Diagnostic Practices and Special Classes for the Educable Mentally Retarded: A Layman's Critical View.
Council For Exceptional Children, Washington, D. C.
EDRS not available
Exceptional Children; V33 N8 P523-7 Apr 1967

Descriptors: exceptional child education; administration; mentally handicapped; program evaluation; educable mentally handicapped; special classes; research needs; regular class placement; grouping (instructional purposes); placement; research reviews (publications); student evaluation

Since cited research indicates that placement of the educable mentally retarded does not produce greater learning, improved social adjustment, or more constructive participation in society, the

justification for maintaining such classes is questioned. Diagnostic criteria used by the California State Department of Education in placing students in special classes are examined and found to be educationally sound. A review of research on adult adjustment, academic training, and social adjustment of retardates shows no apparent advantage of special classes. However, the responsibility for justification of the special classes system is placed with the professionals in special education at colleges and universities whose future research can evaluate the effectiveness of education for the retarded. (SB)

ABSTRACT 10838

EC 001 923 ED 002 907
Publ. Date 65 245p.
Goldstein, Herbert
The Efficacy of Special Class Training on the Development of Mentally Retarded Children.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc
CRP-619

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); achievement; environmental influences; children; mental retardation; special classes; training; child development; academic achievement; regular class placement; intellectual development; social adjustment; personal adjustment; educable mentally handicapped; comparative analysis

A comparison was made of the intellectual development, academic achievement, and social and personal adjustment of educable mentally retarded children enrolled in special classes and their peers in regular grades. About 125 children beginning first grade and having a mean IQ of 75 (Stanford-Binet scale) were divided randomly into an experimental group and a control group. A series of intellectual, academic, and personal adjustment measures was administered to all the children annually for 4 years. During this period an attrition of about three-fourths of the original sample took place. This, however, did not significantly affect the study results. There were no statistically significant differences in IQ gains between the special classes group and the regular grades group; several social factors were found to be related to increases in IQ. The analysis of academic achievement indicated that the special class was beneficial to children whose IQ's are 80 and below, but that it was not necessarily an effective educational setting for significantly improving academic achievement of children, usually classified as borderline or slow learners, who have IQ's above 80. Findings on personal adjustment showed that special classes encouraged the retardates to display originality and flexibility in their thinking. (JH)

ABSTRACT 10856

EC 000 930 ED 014 184
Publ. Date Jul 65 73p.
Butefish, Bill; Mattson, Bruce
What the Researcher Says about Teaching the Educable Mentally Retarded in the Regular Classroom.
West Texas School Study Council, Lubbock, Technology Station
EDRS mf,hc

Descriptors: exceptional child education; teaching methods; mentally handicapped; educable mentally handicapped; regular class placement; teaching guides; adolescents; children; educational objectives; educational research; elementary education; federal aid; identification; secondary education; student evaluation; teaching techniques; Lubbock

The main purpose of this study of the literature is the publication of a functional teaching guide for teachers with educable mentally handicapped (EMH) students in regular classrooms. The guide considers characteristics and identification of the EMH, educational objectives, teaching methods, student evaluation, and federal aid. A number of characteristics are described, and techniques and procedures which have proved useful in teaching EMH children are presented. A bibliography of 45 items is included. (DF)

ABSTRACT 11099

EC 000 422 ED N.A.
Publ. Date Sep 66 4p.
Dale, D.M.C.
Units for Deaf Children.
London University Institute Of Education, England
EDRS not available
Volta Review; V68 N7 P496-9 Sept 1966
Reprint From The Times Educational Supplement, London.

Descriptors: exceptional child education; aurally handicapped; classrooms; class size; classroom design; economic factors; social factors; teaching methods; team teaching; regular class placement; special classes

Integration of deaf and normally hearing children in the schools is considered. An experiment in New Zealand which provides a small room for six to eight deaf students adjacent to a regular class is described; provisions of the program include two teachers, combined classes for most subjects, and special help in communication skills for the deaf. Advantages mentioned are the social benefits to the children and the economic advantages of having the children live at home rather than in a boarding school. A floor plan of the classrooms is provided. (RP)

ABSTRACT 11177

EC 003 381 ED 027 658
Publ. Date 67 199p.
Schurr, Kenton T.; Brookover, Wilbur B.
The Effect of Special Class Placement on the Self-Concept-of-Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
OEG-3-7-700052-3099 RR-19

Descriptors: exceptional child research; mentally handicapped; self concept; special classes; rating scales; self evaluation; student attitudes; academic ability; academic aspiration; educable mentally handicapped; interviews; peer acceptance; self esteem; evaluation techniques; regular class placement; research reviews (publications); General Self Concept of Ability Scale

To investigate change in the general self concept of ability of educable mentally retarded special class students, four equally spaced interviews were conducted with 51 students (mean age 11.63) over a 2-year period. Pupils answered questions about their academic ability from the General Self-Concept of Ability Scale; scores showed an ascending linear trend over the last 1 1/2 years of their placement in a special class while those reassigned to the regular classes all declined in self concept of ability. Special class students did not significantly increase in their awareness that according to others' definitions they were failures. The students had a more negative orientation to the special class during their second year (p less than .05), but there was no significant change in academic aspirations. Special class placement was found to have a positive effect on the children's self concept of ability which was based on self comparison with class peers. Students may have internalized the negative attitudes of others about the special class and not about their ability. (LE)

ABSTRACT 11242

EC 003 123 ED 002 752
Publ. Date 01 Mar 59 104p.
Cassidy, Viola M.; Stanton, Jeanette E.
An Investigation of Factors Involved in the Educational Placement of Mentally Retarded Children.
Ohio State University, Columbus, Bureau Of Educational Research And Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-043

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); achievement; academic achievement; social adjustment; educable mentally handicapped; peer groups; special classes; student placement; regular class placement

Factors involved in the learning and adjustment of retarded children in special and in regular classrooms were assessed. Each group was evaluated with instruments testing intellectual capacity, school achievements, social acceptability, and adjustment to teachers and peers. Results suggested that such factors as physiological and psychological differences may influence acceptance in special classes, and may also, in our present educational system, mean that many

children, recognized as educable on the basis of IQ level, are being deprived of education entirely. The acceptance of special class programs for retarded children has been based on the assumption that such programs are able to achieve results different from those achieveable in a regular class setting. The evidence of this study indicates that these differences do actually exist, for the superior academic achievement noted for the regular class group is balanced by the superior social adjustment of the coefficient of 0.94 displayed the reliability in individual diagnosis when interrelated with the Ethical Comprehension Test (EC I). Part 4, personality appraisal of EMH children, developed a system of analyzing picture-story procedures. It included a noninterpretive schema, a numerical summary, and the assignment of scores for personality. Part 5, on the Chicago Cooperative Research Practical Reading Test, was constructed to determine the reading progress of the EMH child. The reliability of the test was approximately 0.767. Intercorrelations suggested that achieving EMH children tended to achieve consistently. Part 6, a brief screening instrument for evaluating the academic skills and personal adjustment of EMH children, developed five tests and measuring devices. Construction, validation, and reliability were evaluated for the Word Recognition Test, the Chicago Adjustment Rating Scales, a behavior checklist for the personality evaluation of EMH children, sociometric questions, and interest maturity tests. (RS)

ABSTRACT 11245

EC 003 139 ED 002 991
Publ. Date 61 680p.
Mullen, Frances A.; Itkin, William
Achievement and Adjustment of Educable Mentally Handicapped Children in Special Classes and in Regular Grades, Parts I-VI.
Chicago Board Of Education, Illinois
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6529 CRP-157-PE-1-6

Descriptors: exceptional child research; mentally handicapped; achievement; adjustment (to environment); personality; behavior patterns; achievement tests; reading tests; screening tests; boards of education; cooperative programs; educable mentally handicapped; learning processes; measurement techniques; teaching methods; instrucional materials; rating scales; measurement instruments; teacher evaluation; tests; performance; special classes

Learning abilities of educable mentally handicapped (EMH) children were studied over a 4-year period. The research resulted in the development of a 6-part report. Part 1, on achievement and adjustment, employed the matched-pair method with approximately 700 samples of EMH children, 7 to 13 years of age. Results revealed that children in special classes responded better and had better behavior and adjustment patterns than those in regular classes. Part 2, on teaching the EMH child, compared four methods of instruction. The experiment placed 50 EMH classroom teachers into five instruction groups. The results from testing the groups showed that the interests and units methods were not superior to the subject oriented approach. Part 3, on the Chicago Test of General Information and General Comprehension for EMH Children, was designed to measure the progress of the children in general aptitude areas and formulated curricular objectives. Its consistency

ABSTRACT 11325

EC 001 199 ED 024 160
Publ. Date 66 178p.
Towne, Richard C.; Joiner, Lee M.
The Effect of Special Class Placement on the Self-Concept-of Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
OEG-32-32-0410-6001

Descriptors: exceptional child research; mentally handicapped; achievement; attitudes; environmental influences; self concept; educable mentally handicapped; academic achievement; socioeconomic status; social influences; teacher influence; self evaluation; special classes; parent influence; sex differences; student attitudes; rural urban differences; academic aspiration; student placement; ability

The effect of special class placement on the self concept of ability was studied in 62 educable mentally handicapped students (mean age 11.6). Six observations were made in a time design series using scales of self concept of ability and academic aspirations and expectations, tests of significant and academic significant others, and a class evaluation questionnaire. On self concept of ability, results manifested a quadratic trend in scores; little variation in trends of means between high and low socioeconomic status of male and female groups; and pronounced variation between older and younger, and rural and urban groups, and among groups constructed on the basis of high, medium, and low initial scores on the scale. No downward linear trend occurred in academic aspirations or expectations and no changes resulted in affective orientation to the special class, in the proportion of subjects choosing the special class, or in significant others named (except for teachers). Also noted were a high degree of correspondence between significant and academic significant others named by the subjects and by members of a regular class; an increase in the proportion of subjects naming teachers as significant others (p less than .05); and, except for teachers, parents, and local adults who increased in proportion of mention (p less than .05), overall high agreement in academic significant others named. (JD)

ABSTRACT 11497

EC 004 059 ED 002 798
Publ. Date 59 259p.
Thurstone, Thelma Gwinn
An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes.
North Carolina University, Chapel Hill, School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEC-SAE-6452 RP-168

Descriptors: exceptional child research; mentally handicapped; administration; achievement; child development; educable mentally handicapped; physical development; mental development; social development; special classes; academic achievement; urban schools; rural schools; regular class placement; program evaluation; grouping (instructional purposes)

The progress of young mental retardates in regular classrooms was evaluated and compared with that of their peers in special classes. The basis of comparison included mental development, progress in regular school subjects, achievement toward other educational goals, social adjustment inside and outside the classroom, and physical growth and coordination. These problems were studied in a large number of different school environments, including rural schools and large and small city school units. When the study was concluded and all data were analyzed, overall social and physical progress seemed to favor the special classes. However, the results showed that the subjects did better academic work in a regular classroom than those who were placed in a special class. (JH)

ABSTRACT 11596

EC 004 093 ED N.A.
Publ. Date Apr 69 4p.
Schwarz, Robert H.
Mental Age as It Relates to School Achievement Among Educable Mentally Retarded Adolescents.

EDRS no. available
Education And Training Of The Mentally Retarded; V4 N2 P53-6 Apr 1969

Descriptors: exceptional child research; mentally handicapped; academic achievement; educable mentally handicapped; special classes; effective teaching; intelligence differences

The concept of homogeneous special education classes for the educable mentally retarded is questioned as an optional means of educating children ranging from 50 to 80 in IQ scores. The results of this study indicate that teachers appear to be focusing their efforts on the less able members of the class. Consequently, the discrepancy between actual achievement and that expected in terms of mental age increases as the measured IQ score of the special class child approaches 80. (Author)

ABSTRACT 12085

EC 004 344 ED N.A.
Publ. Date Jul 69 7p.
Zito, Robert J.; Bardon, Jack I.
Achievement Motivation Among Negro Adolescents in Regular and Special Education Programs.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P20-6 Jul 1969

Descriptors: exceptional child research; mentally handicapped; motivation; educable mentally handicapped; Negro students; special classes; regular class placement; academic achievement; aspiration

One hundred fifty Negro adolescents (50 educable mentally retarded in special classes, 50 EMR in regular classes, and 50 subjects of normal intelligence) were compared for achievement motivation and objective goal setting behavior, using Thematic Apperception pictures, the Wide Range Achievement Test, and a task designed to measure aspiration reality and shift. Results seem to indicate that retarded Negro adolescents are more influenced by success than by failure, retarded Negro adolescents have achievement motivation comparable to normal subjects from the same socioeconomic background, special class experience makes EMR adolescents cautious in setting goals, and special class retardates anticipate failure to achieve goals while regular class retardates anticipate success and, in fact, show greater word recognition achievement. (Author)

ABSTRACT 20024

EC 002 209 ED 001 302
Publ. Date Jan 60 37p.
Albright, A. D. And Others
Southern High School Programs for Advanced Standing and Accelerated College Progression.
Southern Association Of Colleges And Secondary Schools, Fulton County, Georgia
EDRS mf,hc

Descriptors: exceptional child research; gifted; teaching methods; administration; high school students; special programs; enrichment; accelerated courses; acceleration; advanced programs; curriculum; instructional materials; special classes; special services; teacher responsibility; program evaluation; student evaluation; student placement; organization; school surveys

Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled. The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation. Guidance, counseling, and special advisement were usually included. Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However, the educators and the evaluation of the students' performance proved that the programs were indeed beneficial. (RJ)

ABSTRACT 20642

EC 001 814 ED N.A.
Publ. Date Jan 68 10p.
Vaughn, Gwenyth R.
Hearing Impaired Students Benefit from Supportive Programs.
EDRS not available
Volta Review; V70 N1 P14-23 Jan 1968

Descriptors: exceptional child research; aurally handicapped; regular class placement; communication skills; remedial instruction; adjustment (to environment); vocational education; special programs; deaf; hard of hearing; resource teachers

Sixty-five hearing impaired and deaf students participated in a 3-year demonstration project providing supportive programs enabling them to attend educational institutions for the hearing. Divided into four groups according to degree of hearing loss and language deficiency, the participants received supportive programs in communication, education, orientation, and vocational training. Results indicated that the programs were effective. Concerns in planning the programs are described as are the programs themselves. (GD)

ABSTRACT 21198

EC 005 124 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania;
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the

ABSTRACT 21205

EC 005 152 ED 026 694
Publ. Date (68) 69p.
Walker, Hill M. And Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; anti social behavior; behavior change; behavior development; behavior problems; change agents; classroom environment; elementary school students; habit formation; milieu therapy; motivation; reinforcement; socially deviant behavior; social reinforcement

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special educational settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper described the development and evaluation of a treatment model designed for one class of deviant behavior: hyperactive, disruptive, acting out behavior in the classroom. Some 12 males, in grades 4, 5, and 6, average or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, token reinforcement, social reinforcement, and aversive controls, social reinforcement exercised the greatest control. (BP)

ABSTRACT 21262

EC 003 136 ED 002 775
Publ. Date 57 186p.
Carriker, William R.
A Comparison of Postschool Adjustments of Regular and Special Class Retarded Individuals Served in Lincoln and Omaha, Nebraska, Public Schools.
Nebraska State Department Of Education, Lincoln

Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6445 CRP-146

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); comparative analysis; employment potential; program evaluation; followup studies; regular class placement; vocational adjustment; personal adjustment; social adjustment

A comparison was made of the present status of mentally retarded individuals who had been taught in special classes with the status of mentally retarded individuals who had not been enrolled in special classes. Subjects were mentally handicapped children who had attended public schools, the one group in the special education program not less than 1 year, and the other in the regular school program. Parental, sociological, and employment data were gathered; and comparisons were made in terms of identification and description of community, occupational, and personal postschool adjustments. It appeared that the subjects from both groups had done exceptionally well in becoming acceptable citizens within the community. This conclusion tends to agree with most of the recent studies carried out in regard to the adjustment of mentally retarded individuals who have been in special classes or institutions. (GC)

ABSTRACT 21274

EC 002 879 ED 002 893
Publ. Date 60 96p.
Wilson, Mamie L. T.
A Comparative Study of the Speech Responses and Social Ages of Two Selected Groups of Educable Mental Retardates.
Grambling College, Louisiana
EDRS mf,hc
CRP-513

Descriptors: exceptional child research; mentally handicapped; language; achievement; regular class placement; vocabulary; educable mentally handicapped; public schools; social development; speech skills; verbal development; word recognition

The relationship of educable mental retardates in regular and special classes with respect to vocabulary was studied. Subjects were 49 students from regular classes and 45 from special classes. The primary and elementary forms of the Word Meaning Section of the Stanford Achievement Tests were administered to each subject by four examiners. Tests were read to each subject separately to ascertain the vocabulary he could correctly recognize upon hearing. Correlation coefficients were computed for each group vocabulary and functional vocabulary, and between social age and recognition vocabulary and functional vocabulary. Additional experimental studies are needed to determine the relationship between educable mental retardates in regular and special classes with respect to social development and speaking vocabulary. Also a comparative study of verbal output and social development should be made of familial educable mental retardates and nonfamilial educable mental retardates. (JL)

ABSTRACT 21698

EC 004 167 ED N.A.
Publ. Date May 69 5p
Randle, William E.
A Junior High Program for Hearing Impaired Pupils.
EDRS not available
Volta Review; V71 N5 P279-83 May 1969

Descriptors: exceptional child education; aurally handicapped; regular class placement; special programs; individual instruction; lip reading; parent participation; teacher role; student participation

A junior high program designed to facilitate the hearing impaired child's adjustment to regular classes after special elementary level classes is surveyed. The 16 children participating are described; aspects of the program include clinical therapy, tutorial sessions including speechreading, teacher and administration cooperation, a student helper system, and parental involvement. (JB)

ABSTRACT 21824

EC 501 134 ED N.A.
Publ. Date 69 9p.
Christoplos, Florence; Renz, Paul
A Critical Examination of Special Education Programs.
EDRS not available
Journal Of Special Education; V3 N4 P371-9 Win 1969

Descriptors: exceptional child education; handicapped children; special programs; student placement; program evaluation; regular class placement; ability grouping; special classes

The position of special education classes segregated from the normal is discussed and past research reviewed. Areas of concern include competition versus cooperation in our educational philosophy, the social and academic consequences of segregating exceptional children, ability grouping, and the impractical aspects of special education courses for teaching knowledge of the outside world. Suggestions for revising special programs are frequent interaction with the normal world, efforts to adjust the social attitudes and behaviors of the normal and exceptional group to each other, and the avoidance whenever possible of educational segregation. (JM)

ABSTRACT 21869

EC 501 129 ED N.A.
Publ. Date Mar 70 6p.
Presland, John
Who Should Go to E.S.N. Schools?
EDRS not available
Special Education; V59 N1 P11-6 Mar 1970

Descriptors: exceptional child education; mentally handicapped; student placement; special schools; educable mentally handicapped; special classes; regular class placement; Great Britain

Arguments for and against special school placement for the educable mentally retarded are presented with notations from recent studies. The factors to consider regarding the decision of placement include intelligence level, special abilities and disabilities, medical factors, school attainments, general maturity, adjustment in school and to the community, home background, attitudes to special schooling, age, child's present school, and the availability of alternate special provisions. (RD)

ABSTRACT 21992

EC 004 828 ED 036 005
Publ. Date Jun 69 125p.
A Design for a Continuum of Special Education Services Including a Proposal for a Pilot Study.
Maryland State Department Of Education, Baltimore, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state programs; educational programs; program proposals; program planning; administration; pilot projects; evaluation techniques; regular class placement; records (forms); questionnaires; program costs; tests; cost effectiveness; family environment; teacher attitudes; special services; program evaluation; special classes; Maryland

As a means to integrate children with learning disabilities into the regular class structure of the school, a plan has been developed which would provide for specialized services in a flexible organizational pattern. A revised system of state reimbursement to the local school systems is designed to maintain children with mild handicaps in the regular classroom; techniques used for the implementation are given. The Continuum of Program Design provides seven programs which can be used according to the various needs of the teacher and the children. The design of the pilot study is given and descriptions of the specific tests, instruments, and diagnostic tools to be used are outlined. Appendixes contain definitions of terms used, the parent and community education programs, data collection procedures and forms for children, teacher interviews and a survey, parent and home surveys, guidelines for informal interviews, schedule for phasing-in the pilot study, cost comparisons between the present program of services and the Continuum, cost formula, a framework for a cost-effectiveness analysis of the pilot study, overall administration table, recommended research instruments, and a bibliography. (WW)

ABSTRACT 22126

EC 501 246 ED N.A.
Publ. Date May 70 36p.
Cegelka, Walter J.; Tyler, James L.
The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective.
EDRS not available

Training School Bulletin; V67 N1 P33-68 May 1970

Descriptors: exceptional child research; student placement; research reviews (publications); mentally handicapped; special classes; regular class placement; educable mentally handicapped

Whether educable mentally retarded children should receive their basic education in regular classroom settings or in special classes designed to meet their needs has been a long contested argument in education. The article accordingly reviews related studies, issues, and considerations concerning the most efficacious placement of educable mentally retarded children. Suggestions for additional study of the problem are also included. (Author)

ABSTRACT 22182

EC 004 280 ED 037 834
Publ. Date Jul 69 171p.
Siegel, Ernest
Special Education in the Regular Classroom. John Day Books in Special Education.
EDRS not available
John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50).

Descriptors: exceptional child education; handicapped children; teaching methods; behavior; regular class placement; learning disabilities; class management; teacher role; teacher education; administrator role; student problems; self concept; minimally brain injured; slow learners; emotionally disturbed; community programs; mentally handicapped

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LE/JM)

ABSTRACT 22242

EC 005 314 ED N.A.
Publ. Date Nov 69 12p.
Haskell, Simon H.; Anderson, Elizabeth M.
Physically Handicapped Children: Special or Normal Schooling?
EDRS not available
Slow Learning Child; V16 N3 P150-61 Nov 1969

Descriptors: exceptional child education; physically handicapped; special schools; special classes; regular class placement; residential schools; research reviews (publications); Britain; Sweden

Research concerning educational placement of the physically handicapped and other groups of handicapped children is reviewed. Advantages and disadvantages of regular class placement, special classes, special schools, and residential schools are explored. Educational practices in Britain and Sweden are noted. (NS)

ABSTRACT 22243

EC 005 325 ED N.A.
Publ. Date 70 5p.
Muehlberger, Carl E.
Factors Related to the Acceptance of Special Classes Within the Public Schools.
EDRS not available
Mentally Retarded; V6 N2 P104-8 Win 1970

Descriptors: exceptional child education; special classes; educable mentally handicapped

Procedures used by the author to develop rapport between the special class for the educable mentally handicapped and the school are presented in the following four areas: integration of special class children wherever possible, tactful orientation of the faculty and administration, special activities within the school, and instillation of proper attitudes in the children. (MS)

ABSTRACT 22367

EC 000 102 ED N.A.
Publ. Date 65 15p.
Helping the Partially Seeing Child in the Regular Classroom.
National Society For The Prevention Of Blindness, Inc., New York, New York
EDRS not available
National Society For The Prevention Of Blindness, Inc., 16 East 40th Street, New York, New York 10016 ($0.10).

Descriptors: exceptional child education; visually handicapped; educational needs; partially sighted; visual environment; classroom arrangement; instructional materials; educational equipment; individual needs; regular class placement; identification; teaching guides

Suggestions are made for helping the partially sighted child in the regular classroom. Checklists and recommendations are provided for behavior patterns, using the health record, visual environment, and seating arrangement. Consideration of the use of materials and equipment covers reading, writing, tape and large type typewriters, low vision aids, maps and globes, pencils, pens, paper, teaching methods, assignments, eye health and safety, and psychological and achievement tests. Also outlined are the following topics: considering the individual child, eyes and their use, and guidance and counseling. Four references, two films, nine publications, and nine myths and facts about vision are listed. (JD)

ABSTRACT 22844

EC 003 290 ED N.A.
Publ. Date 62 15p.
Moor, Pauline M.
A Blind Child, Too, Can Go To Nursery School.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($0.25).

Descriptors: exceptional child education; visually handicapped; preschool children; educational methods; program planning; nursery schools; adjustment (to environment); instructional materials; readiness (mental); regular class placement; individual programs

The report discusses preschool blind children who have attended nursery schools with sighted children. Benefits were that the blind children gained independence, school learning carried over to the home, attitudes about self were generally good, and there were no detrimental effects on the other children who gained a sense of responsibility and desire to be helpful. Topics of concern are admission, questions of the nursery teacher, interpretation of the child's needs, introducing the blind child to school, participation in activities, performance, preparing the other children for a blind child, techniques used by teachers, standards of readiness, and an evaluation. (LE)

ABSTRACT 22850

EC 004 731 ED N.A.
Publ. Date 66 254p.
Goldberg, Miriam L. And Others
The Effects of Ability Grouping.
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027.

Descriptors: ability grouping; student grouping; homogeneous grouping; academic achievement; self concept; teacher rating; student evaluation; grouping (instructional purposes); regular class placement; student placement; educational research

To examine the positive and/or negative effects of ability grouping, 2219 children from 45 elementary schools in the greater New York area were arranged in 15 various grouping patterns and studied from the beginning of the fifth grade to the end of the sixth grade. Data relating to academic achievement, self attitudes, school interest and attitude to school, peer ratings, and teacher ratings were compiled and analyzed. Results showed that ability grouping per se has neither positive nor negative effects on a child's overall development. Although it was found that ability grouping is not inherently good or bad, it was stressed that the manner and focus of various groupings can be designed to produce both

effects. A selected bibliography is included, and extensive appendixes provide the statistical data resulting from the study. (RD)

ABSTRACT 22939

EC 005 607 ED N.A.
Publ. Date 70 6p.
Cormany, Robert B.
Returning Special Education Students to Regular Classes.
EDRS not available

Personnel And Guidance Journal; V48 N8 P641-6 Apr 1970

Descriptors: exceptional child rsearch; mentally handicapped; educable mentally handicapped; regular class placement; special classes; academic achievement; orientation

Fifteen educable mentally handicapped special class students were returned to regular classes strictly on the basis of IQ scores. Fifteen others were selected for regular placement from a group of 25 teacher recommended students who had participated in an orientation and screening program involving the special class teachers, a reading specialist, and a counselor. Followup indicated that the experimentals had higher grade point averages and lower failure and return rates. (JD)

ABSTRACT 23122

EC 501 276 ED N.A.
Publ. Date 70 7p.
Grosenick, Judith K.
Assessing the Reintegration of Exceptional Children into Regular Classes.
EDRS not available
Teaching Exceptional Children; V2 N3 P113-9 Spr 1970

Descriptors: exceptional child research; emotionally disturbed; regular class placement; behavior patterns; behavioral objectives; student evaluation; evaluation techniques

In a study of the reintegration of exceptional children into regular classes, the stages involved were determining whether children were ready for reintegration, preparing them for the change, assessing the initial effect of the change, and doing followup observation. Measurement techniques involved using behavioral observation for diagnosis, recording daily progress, and creating cumulative records. A study was run of behaviors (handraising, leaving seats, talking out, and teacher response) before and after integration with the conclusion drawn that special students were successfully integrated, and their placement did not significantly affect the regular class students. Due to the brevity of the study, little significant information was gained from the sociometric measures of class play, incentive orientation, and locus of control. (JM)

ABSTRACT 23124

EC 501 278 ED N.A.
Publ. Date 70 5p.
McGee, Donald I.
The Benefits of Educating Deaf Children with Hearing Children.
EDRS not available
Teaching Exceptional Children; V2 N3 P133-7 Spr 1970

Descriptors: exceptional child education; aurally handicapped; regular class placement; educational needs; educational methods

Information is presented to the teacher of a regular class who has an aurally handicapped student in the classroom. Discussed are the regular class as the only available placement, as exploratory placement, and as the best educational setting. Special problems of the deaf or hearing impaired are described, and suggestions are made for assisting the teacher in meeting the child's needs. (JM)

ABSTRACT 23161

EC 006 026 ED 039 383
Publ. Date Apr 70 34p.
Special Class Placement--A Continuing Debate. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; mentally handicapped; placement; regular class placement; special classes; educable mentally handicapped; educational trends; educational needs; conference reports

The report of the proceedings of the 1970 convention of the Council for Exceptional Children includes papers on the arguments for and against special class placement. Discussions concern themselves with love of life, truth, and others by Matt Trippe, the efficacy of special placement for educable mentally handicapped children by John W. Kidd, and the destructiveness of special placement by Tony C. Milazzo. Additional speeches describe the efficacy of special placement for the educable mentally handicapped by Roger Reger and the prospects of the mentally handicapped for the future by Donald F. Sellin. (JM)

ABSTRACT 23205

EC 005 974 ED N.A.
Publ. Date 57 99p.
Pelone, Anthony J.
Helping the Visually Handicapped Child in a Regular Class.
Columbia University, New York, Teachers College
EDRS not available
Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($1.75).

Descriptors: exceptional child education; visually handicapped; regular class placement; student adjustment; partially sighted; blind; curriculum; instructional materials; educational equipment; teaching methods

Practical information concerning regular class placement of partially sighted and blind children is presented. Eye conditions and resulting limitations are listed, and use of optical aids for residual vision are discussed. Separate sections on the partially sighted child and the blind child in regular classes treat the following aspects: understanding the child, roles of school personnel, the classroom setting, general provisions for the child, curriculum adaptations. Appendixes include a glossary of eye terms and equipment and materials for partially sighted and blind children in the regular class. (MS)

ABSTRACT 23507

EC 006 365 ED N.A.
Publ. Date Sep 70 7p
Lilly, M. Stephen
Forum: Special Education: A Teapot in a Tempest.
EDRS not available
Exceptional Children; V37 N1 P43-9 Sep 1970

Descriptors: exceptional child education; educational policy; student placement; regular class placement; classification; educational diagnosis; special education; handicapped children; special classes; Council for Exceptional Children; Bureau of Education for the Handicapped

Examined are policies and practices in the field of special education, and the extent to which they are educationally based and relevant to school learning and behavior problems. The focus is on the mildly handicapped child (educable mentally handicapped, emotionally disturbed, behaviorally disordered, educationally handicapped, learning disabled, brain-injured). It is argued that traditional services as represented by self contained special classes should be discontinued immediately for all but the severely impaired. Professionals' statements of dissatisfaction with the status quo are presented. The structure and operation of the Council for Exceptional Children and the Bureau for Education of the Handicapped are reviewed in terms of sensitivity to the need for change. A new approach for defining exceptionality is given. (KW)

ABSTRACT 30377

EC 03 0377 ED N.A.
Publ. Date Sep 70 6p.
Jansen, Mogens And Others
Is Special Education Necessary?--Can This Program Possibly Be Reduced?
EDRS not available
Journal Of Learning Disabilities; V3 N9 P434-9 Sep 1970

Descriptors: exceptional child education; comparative education; educational trends; regular class placement; mentally handicapped; remedial instruction; Denmark

In Denmark special education has become a well established institution, and in recent years the program has developed to the extent where about 15% of all Danish school children at some time or other during their course of schooling

will have received some form of remedial instruction. The introduction of different preventive measures is described as having in no way reduced the apparently rather heavy need for instruction of this nature. In view of the fact that special education is often tantamount to a segregation of the pupils concerned from the rest of their class, the conflict with the general philosophy which tends to let the largest possible number of the pupils in a class stay together throughout the entire compulsory education period is examined. Views are presented on the question of whether it will be possible to reduce the need for special education by means of an overall expansion of the general educational facilities, to a sufficient extent so as to also take care of the educational needs of the pupils in question. (Author)

ABSTRACT 30394

EC 03 0394 ED N.A.
Publ. Date Oct 70 7p.
McKenzie, Hugh S. And Others
Training Consulting Teachers to Assist Elementary Teachers in the Management and Education of Handicapped Children.
EDRS not available
Exceptional Children; V37 N2 P137-43 Oct 1970

Descriptors: teacher education; itinerant teachers; behavior change; handicapped children; exceptional child services; teaching methods; consulting teachers

A graduate program designed to train consulting teachers is discussed. Students were instructed in behavior modification techniques and in means of assisting regular classroom teachers with the social and academic behaviors of handicapped children. Three case studies illustrating the types of projects conducted by students are presented. (Author)

ABSTRACT 30682

EC 03 0682 ED N.A.
Publ. Date 64 158p.
Bowden, M. G., Ed.; Otto, Henry J., Ed.
The Education of the Exceptional Child in Casis School.
Casis Elementary School, Austin, Texas
Texas University, Austin
EDRS not available
University Of Texas Press, Box 7819, University Station, Austin, Texas 78712 ($2.00).

Descriptors: exceptional child education; regular class placement; speech therapy; physical therapy; physically handicapped; neurologically handicapped; visually handicapped; partially sighted; aurally handicapped; hard of hearing; program descriptions; case studies (education); elementary schools; special classes; hearing therapy; Casis Elementary School

The educational program of Casis Elementary School (Austin, Texas), which provides for handicapped and normal children in the same school setting, is discussed. Criteria for admission and placement are noted. Special services described include programs for the orthopedically handicapped, the neurologically involved, the hard of hearing, and the partially sighted. Programs of speech therapy and physical therapy are explained. Case studies of 13 children illustrate the school program. Also discussed are the principal's role and a summation of practices and policies. (MS)

ABSTRACT 30918

EC 03 0918 ED N.A.
Publ. Date Dec 70 11p.
Zedler, Empress Y.
Educating Programming for Pupils with Neurologically Based Language Disorders.
EDRS not available
Journal Of Learning Disabilities; V3 N12 P618-28 Dec 1970

Descriptors: exceptional child research; learning disabilities; program planning; language handicapped; neurological defects; regular class placement; drug therapy; educational planning

Fifty matched pairs of otherwise normal, underachieving pupils with neurologically based language-learning disorders were divided into experimental and control groups. Experimental subjects remained in regular classes in school and received individualized teaching outside of school hours from specially trained clinicians. Control subjects were enrolled in special education classes and did not receive clinical teaching after school. Half of the experimental and half of the control subjects had anticonvulsive medication prescribed by their physicians. The groups were pre- and post-tested for changes in academic achievement and mental functioning. Experimental groups made significantly greater gains in both variables than did the control groups. Medicated groups did not make greater gains when compared with unmedicated groups. Implications are that schools should refrain from referring such children to special education classes, and that they should leave them in regular classes and provide them with individualized supplementary teaching outside of regular school hours. (Author)

ABSTRACT 31022

EC 03 1022 ED 046 147
Publ. Date 70 38p.
Boninger, Walter B., Ed.
Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Education and Recreation Programs (Cleveland, Ohio, October 9-10, 1969).
Cleveland Society For The Blind, Ohio
American Association Of Health, Physical Education, And Recreation, Washington, D. C.;
American Foundation For The Blind, New York, New York
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; workshops; recreational programs; regular class placement; blind; physical education

A special education workshop (Cleveland, Ohio, October 9-10, 1969) for integrating blind childrn with sighted children into ongoing physical education and recreation programs is described. Physical education and blind children from the viewpoint of ophthalmology, social and psychological aspects of blindness as they relate to participation in physical activities, mobility and orientation in relation to physical education, highlights of Dr. William Freeberg's banquet presentation, and a summation of the workshop's activities given by Robert Holland are included. The question and answer periods at the end of each presentation are also recorded, as well as an evaluation form used at the end of the conference. (CD)

ABSTRACT 31137

EC 03 1137 ED N.A.
Publ. Date Jan 71 5p.
Salem, James M.
Partial Integration at the High School Level.
EDRS not available
Volta Review; V73 N1 P42-6 Jan 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; personal adjustment; secondary school students; residential programs

Described is a program designed to facilitate the adjustment of students of Western Pennsylvania School for the Deaf to the hearing world upon graduation. The program partially integrated senior students with hearing students in a nearby regular high school, allowing the deaf students to mingle with the hearing students at lunch, in afternoon classes, and in extracurricular activities. Tables indicate the classes selected, the grades received, and where the deaf students went after graduation. (KW)

ABSTRACT 31149

EC 03 1149 ED N.A.
Publ. Date 61 91p.
Stanton, Jeanette E.; Cassidy, Viola M.
A Study of Differences Between Children in Residential School Classes and Special and Regular Classes in Ohio.
Ohio State University, Columbus, College Of Education
Ohio State Department Of Mental Hygiene And Correction, Columbus
EDRS not available
Ohio State University, Faculty For Exceptional Children, College Of Education, 371 Arps Hall, 1945 North High Street, Columbus, Ohio 43210.

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; regular class placement; residential schools; residential programs; state surveys; statistical data; environmental influences; Ohio

A study of differences between children in residential school classes and special and regular classes in Ohio is presented as part of an investigation of factors involved in the educational placement of educable mentally handicapped child-

ren. Observations about the residential educational environment alone are made, and a statistical comparison with special and regular class populations is done. Conclusions are drawn regarding the results of different types of educational placement. (CD)

ABSTRACT 31279

EC 03 1279 ED 046 190
Publ. Date 70 62p.
Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools.
California State Department Of Education Sacramento
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational programs; state programs; public schools; special classes; regular class placement; state standards; California

The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, program of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal. (KW)

ABSTRACT 31355

EC 03 1355 ED N.A.
Publ. Date Jan 71 4p.
Nelson, Calvin C.; Schmidt, Leo J.
Forum: The Question of the Efficacy of Special Classes.
EDRS not available
Exceptional Children; V37 N5 P381-4 Jan 1971

Descriptors: exceptional child education; regular class placement; special classes; student placement; handicapped children; educational philosophy

The philosophical issues surrounding the controversy in special education of special class placement versus regular class placement for handicapped children are discussed. Three areas of difficulty in solving the controversy are noted to be adherence to the past, approaching with a priori conclusions, and the failure to critically examine the present constructs in use. Presuppositions of special class efficacy and the need for empirical validation are explored. (RD)

ABSTRACT 31370

EC 03 1370 ED N.A.
Publ. Date Feb 71 3p.
Reger, Roger; Koppmann, Marion
Out of the Classroom: The Child Oriented Resource Room Program.
EDRS not available
Exceptional Children; V37 N6 P460-2 Feb 1971

Descriptors: exceptional child education; resource teachers; educational methods; program descriptions; individualized programs; regular class placement; Board of Cooperative Educational Services (New York)

A program of resource rooms and a Child Evaluation Center operated by the Board of Cooperative Educational Services (Buffalo, New York) are described. The roles of the parent and teacher, criteria and admissions procedure, schedule arrangements, and program content are discussed. Reaction to the program is indicated by an expansion of resource rooms from 11 units (1969-70) to 23 units (1970-71). (RD)

ABSTRACT 31663

EC 03 1663 ED N.A.
Publ. Date Feb 71 5p.
Monroe, J. Donald; Howe, Clifford E.
The Effects of Integration and Social Class on the Acceptance of Retarded Adolescents.
EDRS not available
Education And Training Of The Mentally Retarded; V6 N1 P20-4 Feb 1971

Descriptors: exceptional child research; educable mentally handicapped; regular class placement; social attitudes; mentally handicapped; peer acceptance

Two questions relating to the social acceptance of educable mentally handicapped adolescents in an integrated junior high school were investigated. Seventy educable mentally handicapped boys were selected. Conclusions drawn were that the length of time a retarded student is integrated does not apparently influence his acceptance, and that social class appears to be related to social acceptance. (Author)

ABSTRACT 31665

EC 03 1665 ED N.A.
Publ. Date Feb 71 14p.
Blum, Evelyn R.
The Now Way to Know: The Madison Plan as an Alternative to Special Class Placement: An Interview with Frank Hewett
EDRS not available
Education And Training Of The Mentally Retarded; V6 N1 P29-42 Feb 1971

Descriptors: exceptional child education; behavior change; student placement; administrator role; learning laboratories; regular class placement; program descriptions; interviews; Madison Plan; Hewett (Frank)

Taken from a telephone survey of 57 researchers by the CEC Information Center, the article covers an interview with Dr. Frank Hewett concerning the Madison Plan. Dr. Hewett describes the Plan as essentially an effort to create an administrative and instructional framework within which it might be possible to combine several disability groups into a single program, providing them with supportive help through behavior modification, to prepare them for the regular classroom. Interview questions probe such areas as organization, staffing, and facilities, effectiveness, personnel training, and guidelines for implementation. (CD)

ABSTRACT 31886

EC 03 1886 ED N.A.
Publ. Date 71 3p.
Mullins, June B.
Integrated Classrooms.
EDRS not available
Journal of Rehabilitation; V37 N2 P14-6 Mar-Apr 1971

Descriptors: exceptional child education; physically handicapped; regular class placement

The article identifies some critical problems in the area of education of physically handicapped children and suggests some remedies. Examples are cited which illustrate problems caused by unnecessary segregation of the physically handicapped in special classes and schools. Difficulties caused by the wide range of age, intelligence, and types of behaviors and disabilities in such classes are pointed out. The paper argues that the kinds of problems discussed would diminish if physically handicapped children were placed in regular classes according to their developmental and educational needs rather than in special classes on the basis of medical diagnosis. How to meet their physical and medical needs in a regular classroom is briefly discussed. (KW)

ABSTRACT 31919

EC 03 1919 ED 048 685
Publ. Date 71 24p.
Weintraub, Frederick J.
Recent Influences of Law on the Identification and Placement of Children in Programs for the Mentally Retarded.
EDRS mf,hc
Speech Given at the Convention on Placement of Children in Special Education Programs for the Mentally Retarded (Lake Arrowhead, California, March 7-10, 1971).

Descriptors: legislation; student placement; legal responsibility; educable mentally handicapped; educational trends; mentally handicapped; identification; court cases; regular class placement

In discussing the recent legislative influences on the identification and placement of children in programs for the mentally handicapped, the author presents a brief overview of the development of the concept of special education as indicated by significant court rulings of the late nineteenth and early twentieth centuries. Major legal decisions of the past decade are described relating to areas of state definitions of disability and eligibility, validity of placement (with particular

emphasis on intelligence testing as a primary criterion), discriminatory placement of minority groups, parent rights, and ability grouping or tracking. The author also summarizes the implications of the cited cases in terms of testing, placement procedures, individual rights, and the trend of special education itself. (RD)

ABSTRACT 31920

EC 03 1920 ED 047 485
Publ. Date Aug 70 50p.
Garrison, Mortimer; Hammill, Donald
Who Are the Retarded: Multiple Criteria Applied to Children in Educable Classes. Final Report.
Temple University, Philadelphia, Pennsylvania, College of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-2264(607)
BR-482239

Descriptors: exceptional child research; educable mentally handicapped; student placement; admission criteria; regular class placement; special classes; elementary school students; identification; grouping (instructional purposes)

To compare the performance of children in classes for the educable mentally handicapped (EMH) with their peers (age mates) in regular classes on relevant dimensions, to investigate the validity of class placements using multiple criteria, and to determine the relationship between class placement and demographic variables, 378 children in EMH classes and 319 in regular classes (aged 11 years) were compared. The Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities were given. The distributions were converted into T-scores and the children scoring above and below a T-score of 45 (equivalent in the research data to an IQ of 75) on each of the variables were identified. Applying Jastak's concept of multiple criteria led to the authors' suggestion that the diagnosis in 25% of the children in EMH classes may be erroneous in that they scored above the cutting point on at least four of the five criteria. Only 31% of those in the EMH classes failed either four or five of the five criteria. The authors note that the findings support efforts to maintain most children found in EMR classes in the regular classroom through the use of tutoring and resource rooms. (Author/RD)

ABSTRACT 31991

EC 03 1991 ED 048 715
Publ. Date Aug 69 60p.
Levine, Helen G.
A Proposed Program of Personal Adjustment for Visually Handicapped Pupils.
Cincinnati Public Schools, Ohio, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; personal adjustment; program proposals; administration; curriculum development; after school programs; summer programs; personnel needs; teacher qualifications; visually handicapped mobility; visually handicapped orientation; regular class placement; Ohio

A proposal for a personal adjustment program for visually handicapped students is described to contain three primary components: the ongoing curriculum which encourages techniques of modification and application of the presently existing regular curriculum to the needs of the blind; the extended school program which provides out-of-school services as an additional, compensatory aid to the handicapped children; and a summer session to be offered throughout the high school years. Personnel needs are suggested to include braille teachers, mobility instructors, the classroom teacher of a specialized subject who will integrate the visually handicapped into the regular classroom, and personal adjustment teachers. Suggestions of teacher roles and qualifications, and the development of summer teaching training institutes are noted. Activities and financial implications of the three primary components of the program are discussed. General recommendations for program policy and further study are enumerated. (RD)

ABSTRACT 32014

EC 03 2014 ED N.A.
Publ. Date Apr 71 6p.
Miller, Oral O. and Others
Programs for the Handicapped.
EDRS not available
JOHPER; V42 N4 P59-64 Apr 1971

Descriptors: exceptional child education; visually handicapped; physical education; recreation; physical activities; games; regular class placement

Four articles deal with physical education or recreational activities for the visually handicapped. Oral O. Miller explains bowling for the blind, mentioning in particular the activities of the American Blind Bowling Association. The integration of visually handicapped children into a public elementary school physical education program is discussed by Gladys Johansen. Activities used to attain the listed objectives of such an integrated program are described (body conditioning exercises, rope jumping, physical fitness tests, games and relays, tumbling, pole climbing, balance beams, stunts, self-testing activities, and ice skating). In the third article, Charles Buell suggests some adaptations which have proved effective in enabling blind students to participate in physical education activities with the rest of their sighted class. Suggestions pertain to ball games, track and field and physical fitness tests, tag games, races, and other activities. The final article, by Lester Citron, points out fun, exercise, and perceptual training benefits blind children can obtain from kicking tin cans, and outlines a game which can be played with them. (KW)

ABSTRACT 32157

EC 03 2157 ED N.A.
Publ. Date 71 4p.
Saunders, Bruce T.
The Effect of the Emotionally Disturbed Child in the Public School Classroom.
EDRS not available
Psychology in the Schools; V8 N1 P23-6 1971

Descriptors: exceptional child research; emotionally disturbed; behavior; regular class placement; behavior change; group dynamics; group behavior

The study investigated whether behavioral contagion would occur when an emotionally disturbed child is placed in a regular classroom. Three types of seating arrangements (Treatments 1, 2, and 3) were planned for nine different social studies classes, each treatment employed in a separate class in each of grades 4, 5, and 6. In Treatment 1, the emotionally disturbed student (as determined by the Lambert and Bower Behavior Rating of Pupils) was surrounded by eight socially accepted students (as determined by the Modified Ohio Social Acceptance Scale). In Treatment 2, the emotionally disturbed student was surrounded by 8 socially rejected students, and in Treatment 3, both socially accepted and rejected students were seated around him. After 3 months, teachers again administered the Behavior Rating of Pupils. Results showed no significant differences between or among treatments and no modification of the behavior of any of the groups of children (socially accepted, rejected, or accepted-rejected) at any grade level. Thus behavioral contagion was not observed. (KW)

ABSTRACT 32222

EC 03 2222 ED 050 508
Publ. Date 69 37p.
Hayball, H. L.; Dilling, H. J.
Study of Students from Special Classes Who Have Been Returned to Regular Classes.
Scarborough Board of Education, Ontario, Canada
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; regular class placement; social adjustment; student evaluation; questionnaires; interpersonal competence

The purpose of the study was to assess the impact of regular class placement on learning problem students. Consideration was given to academic achievement, personal and social adjustment, peer relationship, and students' perceptions of the class. Fifty-seven learning problem students were selected from four types of learning disabilities classes: opportunity (educable, slow learner), perceptual, behavioral (including multiply handicapped), and special reading.

Questionnaires distributed to the class teacher and interviews with the children were used to collect data. According to the teachers' evaluations, all groups but the opportunity class group achieved according to expectation. Overall personal and social adjustment, as perceived by the teachers, was considered similar for all groups. The special students were shown to give favorable responses to questions related to their feelings about the regular class. It was revealed by comparison that the opportunity class students were the most positive of the groups. Samples of the teacher questionnaire and student interview questions are included in the appendix. (CD)

ABSTRACT 32224

EC 03 2224 ED 050 510
Publ. Date 71 21p.
Goodman, H. and Others
Social Acceptance of EMRs Integrated into a Nongraded Elementary School. Volume 1, Number 20.
Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; peer relations; regular class placement; discriminatory attitudes (social); mentally handicapped; nongraded primary system; special classes; elementary school students; social attitudes

Twenty intermediate and 16 primary grade children were administered sociometric questionnaires to determine the social acceptance of three groups of children: normal children, educable mentally handicapped who were integrated into the academic routine of a nongraded school, and educables who remained segregated in a self-contained class. Results were felt to show that both integrated and segregated educable mentally handicapped were rejected significantly more often than normal children, that younger children are more accepting of others than older children, that boys express more overt rejection than girls, and that integrated educables are rejected more than segregated ones by boys but not by girls. The conclusion was advanced that regardless of intellectual level, the labelling of certain children as retarded may affect the expectations that normal children maintain for them; and that the same behaviors that lead to rejection when exhibited by normals may not result in social rejection when exhibited by children classified as mentally handicapped. (Author/CD)

ABSTRACT 32330

EC 03 2330 ED N.A.
Publ. Date Jun 71 8p.
The Radio Talking Book Network.
State Services for the Blind and Visually Handicapped, St. Paul, Minnesota
EDRS not available
Rehabilitation Teacher; V3 N6 P23-30 Jun 1971

Descriptors: visually handicapped; radio; mass media; audio equipment; talking books; state programs; Minnesota

Described is a program in which the Minnesota State Services for the Blind uses the second sub-carrier of a FM station main channel to broadcast reading material to blind persons. Types of programs broadcast on the Radio Talking Book Network are summarized, including discussions, interviews, and the reading of newspapers, magazines, best sellers, and other up-to-date material. The objective is to present to visually handicapped persons the full depth of materials available to people who read visually. Procedures for loaning receivers to visually handicapped persons, copyright concerns, costs, and operation of equipment are summarized. (KW)

ABSTRACT 32504

EC 03 2504 ED N.A.
Publ. Date Jun 71 4p.
Sampson, Olive
Children in a World Apart.
EDRS not available
Special Education; V60 N2 P6 9 Jun 1971

Descriptors: remedial instruction; surveys; regular class placement; exceptional child research; remedial teachers; nongraded classes; Great Britain

A survey of administrators and remedial teachers in comprehensive schools in England was conducted to determine the extent of integration of remedial pupils and staff into the system. Administrative organization and remedial teacher reaction to it, concessions to segregation, modifications for integration (such as group work, social integration, and setting), and teacher integration are brought out in the article. The author feels that the survey records what a cross section of the remedial teacher profession think concerning regular class placement. (CD)

ABSTRACT 32553

EC 03 2553 ED N.A.
Publ. Date May 71 14p.
Fisher, Brian
Hearing Impaired Children in Ordinary Schools.
EDRS not available
Teacher of the Deaf; V69 N407 P161-74 May 1971

Descriptors: exceptional child research; aurally handicapped; hard of hearing; regular class placement; research reviews (publications); identification; incidence

Broad types of procedures used to identify children with hearing losses are described, and data from studies on the incidence of different types of hearing impairment among students in regular schools is summarized. It is pointed out that criteria for the identification of hearing loss in the ordinary school population are not well defined. Literature is reviewed which deals in particular with the substantial though in part unrecognized number of children in regular schools who have mild or moderate hearing losses but who are unlikely to receive special understanding or treatment. More research into the incidence, nature, and educational implications of moderate hearing loss is urged. Based on evidence cited in the literature review, it is concluded that the best hope for the majority of hearing impaired children is for regular teachers to treat them as children with a learning problem in a classroom setting along with other children who need extra help in learning. (KW)

ABSTRACT 32685

EC 03 2685 ED 052 550
Publ. Date 71 516p.
Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA. Final Report.
Fort Worth Independent School District, Texas
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; learning difficulties; early childhood education; intervention; preschool children; diagnostic teaching; regular class placement; demonstration projects; Texas; Elementary and Secondary Education Act Title VI

Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under 80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, EC 031 258 for project's interim report.) (KW)

ABSTRACT 32707

EC 03 2707 ED N.A.
Publ. Date Sum 71 5p.
Lilly, M. Stephen
Forum: A Training Based Model For Special Education.
EDRS not available
Exceptional Children; V37 N10 P745-9 Sum 1971

Descriptors: exceptional child education; handicapped children; educational methods; regular class placement; special education teachers; models; administrative change

Presented is an overview of a training based model for special education services whose goal is to equip regular classroom teachers with skills enabling them to cope with problem situations. The model is set forth as an alternative to the special services model presently utilized by special education, i.e., special classes for exceptional children. Proposed in reference to children with relatively mild behavioral, emotional, or learning problems, the proposed alternative changes the emphasis from exceptional children to exceptional situations in the school. Outlined are some criteria to be met in the areas of creation of a zero reject model, the supportive role of special educators, and self sufficient regular teachers. Touched upon are implications for direct service functions for administrative functions, for teacher education, and for legislation. It is recommended that special education, rather than being child centered, become teacher centered with the upgrading of the skills of all teachers a goal. (KW)

ABSTRACT 32710

EC 03 2710 ED N.A.
Publ. Date Sum 71 2p.
Barngrover, Elaine
Clearinghouse: A Study of Educators' Preferences in Special Education Programs.
EDRS not available
Exceptional Children; V37 N10 P754-5 Sum 1971

Descriptors: exceptional child education; handicapped children; special classes; regular class placement; teacher attitudes; administrator attitudes; surveys

Fifty teachers, administrators, and school psychologists in daily educational contact with exceptional children were interviewed to determine opinions on special class versus regular class placement for mildly exceptional children. Twenty-seven favored retaining the present program of special classes, and 23 advocated placement in the regular classroom, citing special provisions which should be made to integrate the exceptional child. Classroom teachers more often favored retention of special classes, while the nonteaching educator interviewed tended to prefer regular class placement of the mildly exceptional. (KW)

ABSTRACT 32820

EC 03 2820 ED N.A.
Publ. Date Apr 71 12p.
Carruth, Kathryn J. and Others
Possible Effects of Integration of the Deaf Within a Typical Vocational School Setting.
EDRS not available
Journal of Rehabilitation of the Deaf; V4 N4 P30-41 Apr 1971

Descriptors: exceptional child research; aurally handicapped; regular class placement; peer relationship; deaf; peer acceptance; vocational schools; employment potential

The purpose of the study was to examine both the hearing and deaf person's views of class integration in regard to the deaf person's job potentialities and the degree of social relationship. Three classes that had both deaf and hearing students were tested. Hearing students in the experimental group were noted to have checked more occupations listed in the test than the hearing in the control group. The deaf in the control group were found to have checked more occupations than the deaf in the integrated classes (experiemental group). In regard to the degree of social relationship, the experimental deaf group was noted as being closer than the control deaf group. Researchers concluded that classroom association seemed to be a factor in increasing a deaf person's view of his acceptance by a normal hearing population. A decrease of job potentialities was seen by those deaf students in integrated classes. One of the reasons speculated upon was that a deaf student's contact with normal hearing students may produce a more realistic and limiting view of the number of occupations a deaf person could perform. (CD)

ABSTRACT 32827

EC 03 2827 ED N.A.
Publ. Date 71 5p.
Lewis, Dorothy Noto
Lipreading Skills of Hearing Impaired Children in Regular Schools.
EDRS not available
Highlights; V50 N2 P4-8 Sum 1971

Descriptors: exceptional child research; aurally handicapped; lipreading; regular class placement; hard of hearing; Children's Speechreading Test

Forty-nine hearing impaired children enrolled in regular schools (ages 3 to 9) and 32 of their normal hearing siblings took the Children's Speechreading Test. Results were compared with those from a peer group of hearing impaired children who attended New Mexico schools for the deaf. The hearing impaired enrolled in regular schools did better on the test than their siblings, and both groups had lipreading skills superior to those of the New Mexico students. In both hearing impaired groups there was a low positive correlation between IQ and lipreading scores. In the integrated hearing impaired group, extent of hearing loss did not seem to decisively affect the scores, and there was a low positive correlation between vocabulary and speechreading ability. Suggestions are made for further research. (RJ)

ABSTRACT 32859

EC 03 2859 ED 052 401
Publ. Date Apr 71 105p.
Exceptional Children Conference Papers: Diagnostic and Resource Teaching.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; behavior problems; resource teachers; diagnostic teaching; educational diagnosis; discipline problems, crisis therapy; study habits; conference reports

Nine papers concerning various aspects of diagnostic and resource teaching deal with the impact of crisis-resource teaching in the Falls Church, Virginia public schools, the role and requirements of the diagnostic teacher, the effectiveness of resource rooms for children with specific learning disabilities, basic problems in diagnosis, an overview of school disruption, and the intervention teacher and aide as contemporary educators for resolving and preventing school disruption and violence. Also discussed is a thematic approach to include literary works by black writers into the regular English curriculum to make English material meaningful for high-potential youth, a psychoeducational approach to specifying and measuring the competencies of personnel working with disturbances in schools, and the use of peer attention to increase study behavior. (For other CEC convention papers, see EC 032 854-EC 032 858, EC 032 860-EC 032 861.) (KW)

ABSTRACT 32884

EC 03 2884 ED 053 506
Publ. Date 70 38p.
Stovall, Betty J.; Tongue, Cornelia
The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; resource teachers; itinerant teachers; state programs; administrative organization; program design; guidelines; North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ABSTRACT 33175

EC 03 3175 ED 054 555
Publ. Date Oct 71 58p.
Walden, S. Bernie and Others
Special Service Personnel: A Source of Help for the Teacher.
Iowa University, Iowa City. Special Education Curriculum Development Center
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child services; professional personnel; public schools; counselors; resource teachers; health personnel; school psychologists; student personnel services; administrator role; instructional staff; Iowa

Examined are the roles of special service personnel (SSP) who provide support services for Iowa public school teachers by three methods: helping a specific child, helping develop instructional program content, and helping develop new instructional skills. The 13 SSPs include counselor, director of special education, educational consultant, hearing clinician, itinerant/resource teacher, principal, regional education media center, school psychologist, school nurse, school social worker, speech clinician, vocational rehabilitation counselor, and work-experience coordinator. SSPs are available at three organizational levels in Iowa: local school system, county or merged county school system, and area served by regional educational materials center. A brief explanation of teacher preparation for using SSP includes gathering materials on learning problems, gathering information on behavior problems, and use of SSP in content areas or development of teacher skills. The latter half of the work is devoted to an overview of each of the 13 SSPs, with discussion focus on their basic functions and contributions to child, teacher, and total educational program. Concluding the work is a short discussion on evaluating results of SSP services. (CB)

ABSTRACT 33182

EC 03 3182 ED N.A.
Publ. Date Sep 71 6p.
Mecham, Steven R.; VanDyke, Robert C.
Pushing Back the Walls Between Hearing and Hearing Impaired Children.
EDRS not available
Volta Review; V73 N6 P359-64 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; program descriptions; foreign countries; elementary school students; Canada

The ultimate goal of the integration program of the Montreal Oral School for the Deaf is described as full integration of all hearing impaired students into regular schools for the hearing. Classrooms are located in three regular school buildings, where a ratio of no more than 30 hearing impaired to 500 hearing children is maintained, to provide optimum opportunities for integration. Reported is an additional integration effort, in which five hearing impaired students were integrated with 90 regular fifth and sixth graders in an innovative open-area environment school. Quotations from the regular teachers, regular students, and teacher of the hearing impaired involved (who acted as a resource person) illustrate that the experience was felt to have been beneficial, both socially and academically. (KW)

ABSTRACT 33241

EC 03 3241 ED N.A.
Publ. Date Sep 71 4p.
Northcott, Winifred N.
The Integration of Young Deaf Children into Ordinary Educational Programs.
EDRS not available
Exceptional Children; V38 N1 P29-32 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; early childhood education; preschool children

The author states that the labels deaf and hard of hearing are diagnostically and psychologically unsound as applied during two successive levels of preprimary intervention: infant education and home training (0-3 1/2 years) and a more structured child centered educational program (3 1/2-6 years). Provision of early parent support and multiple service options including nursery school experience with hearing children enables, the author feels, certain youngsters to continue in mainstream educational programs. Criteria for the selection of candidates for realistic integration and a description of the roles of the diagnostic teacher and a variety of supportive specialists are delineated. (Author)

ABSTRACT 33244

EC 03 3244 ED N.A.
Publ. Date Sep 71 6p.
Gardner, Ovitta Sue
Out of the Classroom: The Birth and Infancy of the Resource Center at Hauula.
EDRS not available
Exceptional Children; V38 N1 P53-8 Sep 1971

Descriptors: exceptional child education; educable mentally handicapped; resource teachers; regular class placement; program descriptions; mentally handicapped; Hawaii

The article, dealing with the concept of a resource center as an alternative to special class placement especially for socioculturally deprived children with mild learning problems who have been labeled educable mentally retarded, describes the development of a resource center in the special education program at Hauula School (Oahu, Hawaii). Explained are the original commitment and followup procedures to dissolve the self contained educable classes and to identify specific individual needs in the areas of the basic skills tested by the Windward Test Battery. Special education teachers worked with the students and regular teachers to gradually integrate all but two of the 36 students labeled educable into regular classrooms. In the special education room, which became known as the Resource Center, small groups of students or individual students worked with special education teachers on needed special skills or subjects during certain scheduled periods of the day. The Resource Center teachers continue to consult with regular teachers, try new procedures, and train other teachers in procedures appropriate for regular classrooms and in use of the Windward Test Battery and other screening instruments. (KW)

AUTHOR INDEX

Albright, A D and Others 20024.
Anderson, Elizabeth M 22242.
Bardon, Jack I 12085.
Barngrover, Elaine 32710.
Birch, Jack W 32230.
Blum, Evelyn R 31660.
Boninger, Walter B, Ed 31022.
Bowden, M G, Ed 30682.
Brookover, Wilbur B 11177.
Butefish, Bill 10856.
Carriker, William R 21262.
Carruth, Kathryn J and Others 32820.
Cassidy, Viola M 11242, 31149.
Cegelka, Walter J 22126.
Christoplos, Florence 21824.
Cormany, Robert B 22939.
Dale, D M C 11099.
Darrah, Joan 10700.
Dilling, H J 32222.
Edelmann, Anne M 21198.
Fisher, Brian 32553.
Gardner, Ovitta Sue 33244.
Garrison, Mortimer 31920.
Goldberg, Miriam L and Others 22850.
Goldstein, Herbert 10838.
Goodman, H and Others 32224.
Grosenick, Judith K 23122.
Hammill, Donald 31920.
Haskell, Simon H 22242.
Hayball, H L 32222.
Howe, Clifford E 31663.
Itkin, William 11245.
Jansen, Mogens and Others 30377.
Joiner, Lee M 11325.
Koppmann, Marion 31370.
Levine, Helen G 31991.
Lewis, Dorothy Noto 32827.
Lilly, M Stephen 23507, 32707.
Mattson, Bruce 10856.
McGee, Donald I 23124.
McKenzie, Hugh S and Others 30394.
Mecham, Steven R 33182.
Miller, Oral O and Others 32014.
Monroe, J Denald 31663.
Moor, Pauline M 22844.
Muehlberger, Carl E 22243.
Mullen, Frances A 11245.
Mullins, June B 31886.
Nelson, Calvin C 31355.
Northcott, Winifred N 33241.
Otto, Henry J, Ed 30682.
Pelone, Anthony J 23205.
Plowman, Paul D 10335.
Presland, John 21869.
Randle, William E 21698.
Reger, Roger 31370.
Renz, Paul 21824.
Rice, Joseph P 10335.
Rubin, Eli Z and Others 10676.
Salem, James M 31137.
Sampson, Olive 32504.
Saunders, Bruce T 32157.
Schmidt, Leo J 31355.
Schurr, Kenton T 11177.
Schwarz, Robert H 11596.
Siegel, Ernest 22182.
Stanton, Jeanette E 11242, 31149.
Stevens, Godfrey D 32230.
Stovall, Betty J 32884.
Thurstone, Thelma Gwinn 11497.
Tongue, Cornelia 32884.
Towne, Richard C 11325.
Tyler, James L 22126.
VanDyke, Robert C 33182.
Vaughn, Gwenyth R 20642.
Walden, S Bernie and Others 33175.
Walker, Hill M and Others 21205.
Weintraub, Frederick J 31919.
Wilson, Mamie L T 21274.
Zedler, Empress Y 30918.
Zito, Robert J 12085.

SUBJECT INDEX

Ability Grouping 21824, 22850.
Academic Ability 11177.
Academic Achievement 10676, 10838, 11242, 11325, 11497, 11596, 12085, 22850, 22939.
Accelerated Courses 20024.
Acceleration 10335, 20024.
Achievement 10838, 11242, 11245, 11325, 11497, 21274.
Achievement Tests 11245.
Adjustment (To Environment) 10676, 10838, 11242, 11245, 20642, 21262, 22844.
Administration 10300, 10700, 11497, 20024, 21992, 31991.
Administrative Change 32707.
Administrative Organization 32884.
Administrative Policy 23507.
Administrator Attitudes 32710.
Administrator Role 22182, 31665, 33175.
Admission Criteria 31920.
Adolescents 10856.
Advanced Placement 10335, 20024.
Agents 21198, 21205.
Aptitude 11325.
Aspiration 11177, 11325, 12085.
Attitudes 11325.
Audiovisual Instruction 10335.
Aurally Handicapped 11099, 20642, 21698, 23124, 30682, 31137, 31279, 32553, 32820, 32827, 33182, 33241.
Behavior 10676, 21205, 22182, 32157.
Behavior Change 10676, 21198, 21205, 30394, 31665, 32157.
Behavior Patterns 11245, 23122.
Behavior Problems 10676, 21205, 32859.
Behavioral Objectives 23122.
Blind 10300, 23205, 31022.
Board of Cooperative Educational Services (New York) 31370.
Boards of Education 11245.
Braille 10300.
Bureau of Education for the Handicapped 23507.
California 10335, 31279.
California Project Talent 10335.
Canada 33182.
Case Studies 10676.
Case Studies (Education) 30682.
Casis Elementary School 30682.
Changing Attitudes 21198.
Child Development 10838, 11497.
Childrens Speechreading Test 32827.
Class Management 22182.
Class Size 11099.
Classification 23507.
Classroom Arrangement 11099, 22367.
Classroom Environment 21205.
Clinical Diagnosis 10676.
Cognitive Development 11497.
Communication Skills 20642.
Community Programs 22182.
Comparative Analysis 10838, 21262.
Comparative Education 30377.
Conference Reports 23161, 32859.
Consultants 10335.
Consultation Programs 21198.
Consulting Teachers 30394.
Cooperative Programs 11245.
Cost Effectiveness 21992.
Council for Exceptional Children 23507.
Counseling 10300, 10335.
Counselors 33175.
Court Cases 31919.
Crisis Therapy 32859.
Curriculum 10300, 10335, 20024, 23205, 31991.
Curriculum Development 10335, 31991.
Deaf 20642, 32820.
Demonstration Projects 10335, 21198, 21992, 32685.
Denmark 30377.
Diagnostic Teaching 32685, 32859.
Disadvantaged Youth 21198, 32685.
Discipline Problems 32859.
Discriminatory Attitudes (Social) 32224.
Drug Therapy 30918.
Early Childhood Education 22844.
Economics 11099.
Educable Mentally Handicapped 10700, 10838, 10856, 11177, 11242, 11245, 11325, 11497, 11596, 12085, 21274, 21869, 22126, 22243, 22939, 23161, 31149, 31663, 31919-31920, 32224, 32230, 33244.
Educational Diagnosis 23507, 32859.
Educational Methods 10300, 22844, 23124, 31370, 32707.
Educational Needs 22367, 23124, 23161.
Educational Objectives 10856.
Educational Philosophy 31355.
Educational Planning 30918.
Educational Programs 10300, 21992, 31279, 31991.
Educational Trends 23161, 30377, 31919.
Effective Teaching 11596.
Elementary and Secondary Education Act Title VI 32685.
Elementary Education 10335, 10856, 30682.
Elementary School Students 21205, 31920, 32224, 33182.
Emotional Adjustment 10676.
Emotionally Disturbed 10676, 21198, 21205, 22182, 23122, 32157.

Employment Potential 21262, 32820.
Enrichment 10335, 20024.
Environmental Influences 10838, 11325, 31149.
Equipment 22367, 23205.
Evaluation Techniques 11177, 21992, 23122.
Exceptional Child Education 10300, 10335, 10700, 10856, 11099, 21698, 21824, 21869, 21992, 22182, 22242-22243, 22367, 22844, 23124, 23161, 23205, 23507, 30377, 30682, 31137, 31279, 31355, 31370, 31665, 31886, 32014, 32230, 32707, 32710, 32859, 32884, 33182, 33241, 33244.
Exceptional Child Research 10676, 10838, 11177, 11242, 11245, 11325, 11497, 11596, 12085, 20024, 20642, 21198, 21205, 21262, 21274, 22126, 22939, 23122, 30918, 31149, 31663, 31920, 31991, 32157, 32222, 32224, 32504, 32553, 32685, 32820, 32827.
Exceptional Child Services 30394, 31022, 33175.
Family Characteristics 10676.
Family Environment 21992.
Federal Aid 10856.
Followup Studies 21262.
Foreign Countries 33182.
Games 32014.
General Self Concept of Ability Scale 11177.
Gifted 10335, 20024, 32884.
Great Britian 21869, 22242, 32504.
Group Behavior 32157.
Group Counseling 10335.
Group Dynamics 32157.
Grouping (Instructional Purposes) 10676, 10700, 11497, 22850, 31920.
Guidelines 32884.
Habit Formation 21205.
Handicapped Children 21824, 21992, 22182, 23161, 23507, 30394, 31355, 32707, 32710.
Hard of Hearing 20642, 30682, 32553, 32827.
Hawaii 33244.
Health Personnel 33175.
Hearing Therapy 30682.
Hewett (Frank) 31665.
Identification 10335, 10856, 22367, 31919-31920, 32553.
Incidence 32553.
Individualized Instruction 10676, 21698, 22844, 31370.
Inservice Teacher Education 10335.
Instructional Materials 11245, 20024, 22367, 22844, 23205.
Instructional Staff 33175.
Intellectual Development 10838.
Intelligence Differences 11596.
Interpersonal Competence 32222.
Intervention 32685.
Interviews 11177, 31665.
Iowa 33175.
Itinerant Teachers 10300, 30394, 32884.
Junior High Schools 10335.
Language Development 21274.
Language Handicapped 30918.
Learning Difficulties 32685.
Learning Disabilities 22182, 30918, 32222.
Learning Laboratories 31665.
Learning Processes 11245.
Legal Responsibility 31919.
Legislation 31919.
Lipreading 21698, 32827.
Madison Plan 31665.
Maryland 21992.
Material Development 10335.
Measurement Techniques 11245.
Medical Vocabulary 10300.
Mental Health 21198.
Mental Retardation 10838.
Mentally Handicapped 10700, 10838, 10856, 11177, 11242, 11245, 11325, 11497, 11596, 12085, 21262, 21274, 21869, 22126, 22182, 22939, 23161, 30377, 31149, 31663, 31919, 32224, 32230, 33244.
Milieu Therapy 21205.
Minimally Brain Injured 22182.
Models 32707.
Motivation 12085, 21205.
Multiply Handicapped 10300.
Negro Youth 12085.
Neurological Defects 30918.
Neurologically Handicapped 30682.
New York 10300.
Nongraded Classes 32224, 32504.
North Carolina 32884.
Ohio 31149, 31991.
Orientation 22939.
Parent Influence 11325.
Parent Role 21698.
Partially Sighted 10300, 22367, 23205, 30682.
Peer Acceptance 11177, 31663, 32820.
Peer Groups 11242.
Peer Relationship 32224, 32820.
Pennsylvania 21198.
Performance Factors 11245.
Personal Adjustment 10838, 21262, 31137, 31991.
Personality 11245.
Personnel Selection 31191.
Philadelphia Public School System 21198.
Physical Activities 32014.
Physical Development 11497.
Physical Education 31022, 32014.
Physical Therapy 30682.
Physically Handicapped 22242, 30682, 31886.
Placement 10700, 23161.
Preschool Children 22844, 32685, 33241.
Professional Education 10335.
Professional Personnel 33175.
Program Budgeting 21992.
Program Descriptions 30682, 31370, 31665, 33182, 33244.
Program Design 32884.
Program Development 10335.
Program Evaluation 10700, 11497, 20024, 21262, 21824, 21992.
Program Planning 21992, 22844, 30918.
Program Proposals 21992, 31991.
Public Schools 10300, 21274, 31279, 33175.
Questionnaires 21198, 21992, 32222.
Rating Scales 11177, 11245.
Readiness (Mental) 22844.
Reading Tests 11245.
Records (Forms) 21992.
Recreation 32014.
Recreational Programs 31022.
Regular Class Placement 10676, 10700, 10838, 10856, 11099, 11177, 11242, 11497, 12085, 20642, 21198, 21262, 21274, 21698, 21824, 21869, 21992, 22126, 22182, 22242, 22367, 22844, 22850, 22939, 23122, 23124, 23161, 23205, 23507, 30377, 30682, 30918, 31022, 31137, 31149, 31279, 31355, 31370, 31663, 31665, 31886, 31919-31920, 31991, 32014, 32157, 32222, 32224, 32230, 32504, 32553, 32685, 32707, 32710, 32820, 32827, 33182, 33241, 33244.
Reinforcement 21205.
Remedial Instruction 20642, 30377, 32504.
Remedial Teachers 32504.
Research Needs 10700.
Research Projects 10856, 21198, 22850.
Research Reviews (Publications) 10700, 11177, 22126, 22242, 32553.
Research Utilization 10676.
Residential Programs 31137, 31149.
Residential Schools 22242, 31149.
Resource Teachers 10300, 20642, 31370, 32859, 32884, 33175, 33244.
Rural Schools 11497.
Rural Urban Differences 11325.
School Psychologists 33175.
School Surveys 20024.
Screening Tests 11245.
Secondary Education 10856.
Secondary School Students 31137.
Self Concept 11177, 11325, 22182, 22850.
Self Esteem 11177.
Self Evaluation 11177, 11325.
Senior High School Students 20024.
Sex Differences 11325.
Slow Learners 22182.
Social Adjustment 10676, 10838, 11242, 21262, 32222.
Social Attitudes 31663, 32224.
Social Development 11497, 21274.
Social Influences 11099, 11325.
Social Reinforcement 21205.
Socially Deviant Behavior 21205.
Socally Maladjusted 21198, 21205.
Socioeconomic Status 11325.
Special Classes 10300, 10335, 10676, 10700, 10838, 11099, 11177, 11242, 11245, 11325, 11497, 11596, 12085, 20024, 20642, 21688, 21824, 21869, 21992, 22126, 22242-22243, 22939, 23161, 23507, 30682, 31279, 31355, 31920, 32224, 32710.
Special Education Teachers 32707.
Special Schools 21869, 22242.
Speech Skills 21274.
Speech Therapy 30682.
State Programs 21992, 31279, 32884.
State Standards 31279.
State Surveys 31149.
Statistical Analysis 10676.
Statistical Data 31149.
Student Adjustment 23205.
Student Attitudes 11177, 11325.
Student Evaluation 10700, 10856, 20024, 22850, 23122, 32222.
Student Participation 21698.
Student Personnel Services 33175.
Student Placement 11242, 11325, 20024, 21824, 21869, 22126, 22850, 23507, 31355, 31665, 31919-31920.
Study Habits 32859.
Summer Programs 31991.
Surveys 20024, 32504, 32710.
Sweden 22242.
Teacher Attitudes 21992, 32710.
Teacher Education 21198, 22182, 30394.
Teacher Evaluation 11245, 22850.
Teacher Qualifications 31991.
Teacher Role 11325, 20024, 21698, 22182.
Teaching Guides 10300, 10856, 22367.
Teaching Methods 10335, 10676, 10856, 11099, 11245, 20024, 22182, 23205, 30394, 32230.
Team Teaching 11099.
Testing 11245, 21992.
Texas 32685.

Urban Schools 11497.
Verbal Learning 21274.
Visual Environment 22367.
Visually Handicapped 10300, 22367, 22844, 23205, 30682, 31022, 31991, 32014.
Visually Handicapped Mobility 31991.
Visually Handicapped Orientation 31991.
Vocabulary 10300, 21274.
Vocational Adjustment 21262.
Vocational Education 20642.
Vocational Schools 32820.
Word Recognition 21274.
Workshops 10335, 31022.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

23 *MAKE ALL DRAFTS PAYABLE TO EDRS*

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.